

# Year 6 Curriculum Newsletter



## Term 3

Dear parents and carers,

We hope you have all had a lovely Christmas break. Our dojo challenge project this half term has a History focus and will be due in on Monday 10<sup>th</sup> February (see separate dojo post for details). We can't wait to see what the children create!

This half term we will be having our Forest School sessions (on Wednesdays) which we are very much looking forward to (a Dojo post with all of the details of these sessions was sent out before the Christmas break). Therefore, our PE days this half term will be a Tuesday and a Thursday.

The Year 6 Team

### What is happening this term?

For other whole school events please see the whole school dojo. We will keep you up to date with Year 6 events on our class dojo pages.

Monday 20<sup>th</sup> January – Duston Library Visit

Wednesday 29<sup>th</sup> January – Family Reading

Monday 3<sup>rd</sup> February – Year 6 NHS Height and Weight Check


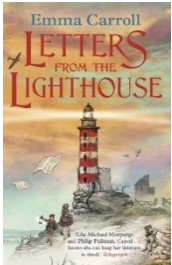
W/B Monday 3<sup>rd</sup> February – Children's Mental Health Week

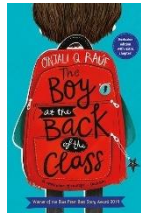
Wednesday 12<sup>th</sup> February – Friendship Disco

The Value that we are focusing on this term is:

Respect

## Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading</p> 	<p>During our reading lessons this half term we will be reading <b>Letters from the Lighthouse</b> by Emma Carroll. This wonderful novel is set during World War II and is a story that is wrapped in mystery, secrecy and suspense. Twists, turns, coded messages and conflicts prevail in this beautifully pitched story that provides a fine balance between sensitivity and adventure.</p> <p>Throughout our reading lessons we will be exploring the range of VIPERS skills:</p> <ul style="list-style-type: none"> <li>● Vocabulary – explain the meaning of words in context</li> <li>● Inference – make inferences about the text/explain and justify inferences with reference to the text</li> <li>● Predict – to predict what might happen based on the events so far, and details that are implied in the text.</li> <li>● Explain – explain how meaning is enhanced through choice of words and phrases</li> <li>● Retrieve – retrieve and record information and identify key details from the text</li> <li>● Summarise - to recap the events of a narrative and put them in order (sequence) or sum them up (summarise)</li> </ul>



### Leopards Class Story:

During our class story reading sessions we will be reading **The Parent Agency** by David Baddiel. This book is a 'brilliantly funny, gripping novel from a born storyteller [and] is an epic wish-fulfilment adventure for every child – and for the child in everyone'.

### Elephants Class Story:

During our class reading sessions we will be reading **The Boy at the Back of the Class** by Onjali Q. Rauf. Told with heart and humour, The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.

## Writing



### The Selfish Giant

by Oscar Wilde

Illustrated by Ritva Voutila

Fiction – Classic narrative

Writing outcome: To write a version of the Selfish Giant narrative

- choosing either a retelling in 1st or 3rd person or from a character's point of view

- To use expanded noun phrases to convey complicated information concisely
- To integrate dialogue to convey character and advance the action
- To select appropriate grammar and vocabulary
- To use brackets, dashes or commas to indicate parenthesis
- To extend the range of sentences with more than one clause by using a wider range of conjunctions
- To distinguish between the language of speech and writing
- To recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- To use passive verbs
- To use semi-colons to mark boundaries between independent clauses
- To use language carefully to influence the reader's opinion of a character, place or situation
- To use archaic (old fashioned) language
- To use paragraphs to vary pace and emphasis
- To use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood
- To give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc.

## Spelling






We are following the Spelling Shed scheme of learning and will be covering the following:

- Words with the short vowel sound /i/ spelled 'y'
- Words with the long vowel sound /igh/ spelled 'y'
- Adding the prefix '-over'
- Words with the suffix '-ful'
- Words that can be nouns and verbs
- Words with an /oa/ sound spelled 'ou' or 'ow'





	<b>Mental Health &amp; Wellbeing</b>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To understand what wellbeing means and how they have personal responsibility for their own well being</li> <li>- To understand what can support positive wellbeing and what harms positive wellbeing</li> <li>- To understand the circle of control and how this supports wellbeing</li> </ul> <p><b><u>Key Vocabulary</u></b> responsibility, wellbeing, mindfulness, self- care, asking for help, personal responsibility</p>
<b>Physical Education</b>  	<b>Gymnastics</b>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To create sequences involving travelling, balancing, holding shapes, jumping, leaping and stretching</li> <li>- To demonstrate precise and controlled placement of body parts in their actions, shapes and balances</li> <li>- To confidently use equipment</li> <li>- To apply skills and techniques consistently, showing precision and control</li> <li>- To develop strength, technique and flexibility throughout performances</li> </ul> <p><b><u>Key Vocabulary</u></b> Sequence, routine, control, turn, direction, level, action, pathway, rolling, jumping, travelling, balancing</p>
<b>Religious Education</b>  	<b>What is important to Christians and Humanists?</b>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Why do rules matter?</li> <li>● What is a Humanist?</li> <li>● What do we know about good and bad, right and wrong? <ul style="list-style-type: none"> <li>● What codes for living do Christians try and follow?</li> <li>● Do Christians and Humanists share any values? <ul style="list-style-type: none"> <li>● Can I make a code for living?</li> </ul> </li> </ul> </li> </ul> <p><b><u>Key Vocabulary</u></b> Code, Commandments, Duty, Humanism, Logic, Morality, Reason, Rules, Support, Values.</p>
<b>Spanish</b>  	<b>Sports</b>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● To know different sports in Spanish.</li> <li>● To understand the language needed to discuss different sports and events.</li> <li>● To be able to ask questions that relate to sport.</li> </ul>